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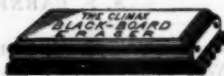
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New York, April 17, 1880.

WHAT the teacher does for himself is a very serious matter. Phillips Brooks was a teacher; Dr. Deems was a teacher; they left the work not because they could get more money in another field—that is they did not use the school-rooms as stepping stones; but their feelings led them to desire to teach men morally and spiritually rather than intellectually. These men were harder students than any that recited to them. They filled themselves so full that they felt they must seek a platform where they could speak to men and women. So it must be with all true teachers. When a teacher has arrived at a period that he does no accumulative work, decay has already set in; his death is sure—prepare to bury him.

Ex-PRESIDENT Woolsey (of Yale) recently said: "I would not like to say that I will not vote for the ex-President or Blaine, if either is nominated. I believe the ex-President will never be chosen, chiefly because of the third term question. I don't believe there is any real prospect that the people, outside of the politicians so called, will elect the ex-President. I don't like some things he has done. I object to some of the political steps. I voted for him both times before, but I should not like to for a third term. I believe a political habit is almost as important as the constitution, and to break through that habit, which is against a third term, is to break through a national habit, just as if one broke through the habit of a man's character."

Jersey City.

If there is meanness in any town ahead of this we hope it will be discovered; at present it is the banner town Read. See how the schools are taken care of.

	1876.	1880.
Appropriations for Schools,	\$245,000,	\$184,000
Average No. pupils,	11,189	14,020
" cost per pupil,	21 87	14.13
Books and stationery,	7,517	5,400
Teachers' salaries,	184,116	145,000
No. teachers,	273	325
Average salary,	674	446

Brooklyn pays over 61, and New York 100 per cent more than this mean-spirited city. The city receives \$24,368 from the State—that is, of the \$184,000 the State pays nearly one-eighth! and yet, this quiet city will only pay the above paltry sum. The city raises \$28 on each \$1,000 and gives \$2.94 of it to the children. Pass it over the laud as a city that is mean towards the teacher.

SECRETARY SHERMAN has, in a speech at his old home defined his position on the Presidential question. "Every citizen of the United States, in the South as in the North, must be secure in the enjoyment of civil and political rights, and every power of the national government must be exercised to this end. This issue is broadly defined and the only question is whether it shall now be settled once for all, or whether it shall, by ceaseless agitation, continue to disturb our politics. All such issues, must be, in a republic, in favor of the full protection by law of every person in the enjoyment of liberty and justice."

Next to a firm and judicious enforcement of the law by the courts, the best remedy in the South would be the encouragement of common schools such as are almost universal in the North. This should be a matter of public policy, both by the State and the national government. If the colored people of the South were redeemed from the ignorance caused by slavery it would be no more possible to overawe and overcome them by the Ku Klux Klan and tissue ballots than it would be possible to succeed by such means in the North. I say then, in conclusion, that the Republican party is about to appeal to the American people to stand by the policy that has secured to you pronounced prosperity, and will secure to all of our people equal civil and political rights. Let the National Convention at Chicago, after full consideration and without bias or prejudice, say who can best secure success, and the republican party, like a well-drilled army, will wheel into line and overcome the last vestiges of the great rebellion of 1861."

THE teacher assist to make others prosper, but he gets little of it himself. Read the description below and then ask if the teachers of our schools were invited to be present. There is one consolation—they deserve to be, and they would be if merit were the admission fee. So never mind it, good friends.

"A few days ago, the wife of one of our most millionaire millionaires gave a lunch party at her Fifth Avenue home to seventy-two ladies. There were twelve tables, each table arranged for six guests, with different service, the cloth, napkins, glass, china, flowers, every bit of equipment and garniture, indeed, even to the gas shades, harmonizing in color and design. The glass and china were of novel pattern and the costliest kind, and the napkins and table-cloths elaborately wrought. Instead of the ordinary cards, with the names inscribed, were cards finely and specially printed, deserving to rank as works of art, the subject suggested by gastronomy in some form or other. As mementoes, various tribes, as they were called, were placed beside the plates. They were fans, bouquet-holders, ornamental glove-buttoners and the like, each and all of curious and dainty workmanship. The effect of the twelve tables and their varied service, with the guests in rich visiting dresses of the latest mode, must have been ravishing to the feminine eye, though it is doubtful if the masculine mind could have had any just appreciation of the ingenuity and expense of the entertainment. It was intended to be, and probably was, the most

elaborate luncheon party yet given in the city, and luncheon parties have been a feature of metropolitan society this season. We are obviously not drifting toward the days of rigid economy and Spartan simplicity."

No occupation is more laborious, none wears out the muscle and brain faster than that of the teacher. The brain labor of the skillful teacher ought to be as well paid as the brain labor of the lawyer, the physician, the clergyman, or the editor. He ought to dress as well, to live as well. His profession in time and money ought to cost him as much as other professions. He should be paid enough to support his family, to supply himself with periodical literature, to move in the intelligent circles of society with other educated men. Teachers well paid can devote all their time and energies to the schools. They are not greater philanthropists than other men. None of them teach from a pure love of teaching. They ought not to expect to break mental bread for the children of others and feed their own with stones. It is the teachers who give character and efficiency to the schools. The state may legislate, the people may vote taxes and build school houses, but the teachers build schools and mold character, and act on mind. High salaries will attract talent and skill, and hold them both in the schools. Low wages will fill the schools with bunglers and waste the public money. If the people of California desire well to lay the foundation of the State for all future time, they must employ skilled master masters to hew the corner-stones."—JOHN SWETT.

PATRONAGE is the bane of politics. "You know nothing of politics," said a veteran to a school officer. "The 'boys' are all down on you. They say 'you are no good to your friends.' You must understand there is a certain reciprocity about these things." The application of these words of wisdom to school affairs is this: The "practical" politician says to the school official, I secured your nomination in the 'Reform' party; therefore you owe me the appointment of so many teachers." It is useless to remonstrate, to point out the difference between election clerks and pound-keepers and those who are to take charge, for life it may be, of the formation of the character of your own and your neighbor's children. If you do not accede, you are marked political slaughter, and in the next "Convention" the deed will be done without remorse.—SUPP. A. S. MANN, San Francisco.

THAT person should not teach who is not perfectly familiar with the three-fold character of the human constitution, and who is not capable of discovering the exact mental condition of the intellectual plant placed in his hands. The body should not be in advance of the mind, nor the mind or intellectual faculties in advance of the moral sensibilities. Promptitude and skill in action should keep pace with acquisition. That person should not teach who is unable to produce these results. The great error of our books put in the hands of the young is that the object takes precedence of the thought and in our teaching the thing perceived is made prominent while the cultivation of perception is lost sight of. The person should not teach who is incapable of directing these processes.

That person should not teach who does not have an enthusiastic love of teaching. If he is set to work to make a phænon and he produces a wheel-barrow, the error may be corrected, and the loss may be regained; but when he is set to develop an immortal mind and he produces an ape or a parrot, the damage can never be retrieved. No wonder that men of culture, men of well developed minds, when they see the defective results of our school teaching, are losing faith in our system. The truth is our schools are filled by persons who should not teach; persons whose own minds are not harmoniously developed; persons whose highest aim and principal reason for engaging in the profession, is to make it a stepping-stone to something else. This lends us to another thought—who shall be our trustees, our school committee, members of our board of education, and that thought leads to another who, should not be.

THE SCHOOL-ROOM.

of the NEW YORK SCHOOL JOURNAL.

Notes from Quincy.

BY IVAN.

Before giving a further description of methods as I find them in use here, I take for granted, your kind permission to devote this article to what is after all the important subjects; and to talk of some of the principles underlying the "language development exercises, and all other exercises," in Quincy.

There seems to be a perfect rush on the part of teachers outside of Quincy, for "Quincy Methods,"—abhorrent term,—while few, very few so far as I observe, seem to consider how valueless, or worse than that; how mischievous a method is, unless it be used to carry out a principle,—or how absurd it surely is to abstract a method or methods from the system of instruction in such successful operation here, and to expect by grafting it into a system, the principles of which are not only not the same, but it may be actually opposed, to secure satisfactory results. Given; principles—cannot every really good teacher devise methods, or means, which will in a manner at least, put those principles into operation? Given; methods—how many are capable of discovering principles? Of what possible use is a method in a classroom, except as being the best mode of carrying out the plan of the teacher? This large cry for methods, and small cry for principles, looks to me very much like saying, "Quincy can teach us nothing in the way of principles. Our system of instruction is all we desire. Quincy may have attractive methods with which it may pay us to ornament our class room exercises."

"These bits of sunshine in the form of play, conversation, etc., may prove acceptable to our patrons, if we don't use too many of them, and we must not be so far behind the times as to be unwilling to adopt a good thing when we know of it." Or, otherwise, this cry for methods, looks as though our large class of young and comparatively inexperienced teachers, are like children, eagerly grasping after the shining "notes in the sunbeam" utterly regardless of the great source of the light, without which the attracting glitter would never have been. Viewed in any light the conclusion is not altogether complimentary to us as teachers. As Col. Parker has often repeated that these methods are few if any of them new, it is somewhat of a reflection upon us that we have so long been without them. If we have, as some insist, been using them for years, no more pertinent question can be asked than that already propounded in the papers. "Why don't we show results?" With the apparent interest in regard to the matter, it is to me a source of wonder that teachers who cannot come to Quincy and devote time and money to the study of both principles and their application as seen in the Quincy system; do not send to Quincy for school documents, which give the fullest and clearest statements respecting the history of the Quincy schools during the latest five years, as well as Col. Parker's clearly expressed statements respecting the principles underlying the methods introduced into the schools, which methods, to-day constitute the Quincy system. In the remainder of this article I shall quote largely from these documents, because I cannot hope to express as completely and concisely that which I would say, as Col. Parker has already done. In the Quincy schools, the value of a word, is the value of the idea of which it is the sign, therefore a word is of no value unless it recalls an idea, and children are never allowed to think they have read a sentence if the thought it contains is not understood. Comprehension of thought is absolutely essential to proper expression, that is; a thought in the mind is the incentive to emphasis, inflection, modulation and pauses. If the thought is grasped by the pupil, the expression will be natural. It follows that a sentence cannot be properly read until the thought be perceived by the pupil,—now how can the thought be perceived by the pupil unless the ideas which the words are intended to recall have been developed in his mind previous to his attempt to read?

Col. Parker's aim has been to see that these principles are closely followed, by his teacher, as he sees in them a means of putting an end to senseless memorizing in any and all branches of instruction. Col. Parker very justly divides the teacher's work into training and teaching; which divisions tho' seemingly arbitrary, in reality blend. Training leads to the formation of correct and skillful habits of mechanical execution, as seen in the reproduc-

tion of all the forms of language, writing, phonic analysis, spelling, capitalizing, punctuation, physical exercises, etc., &c. The products of training, are secondary and subordinate aims of school work in Quincy. Most of them are simply means to an end. Means of learning well, more important things to be acquired from teaching.

Teaching, is here defined as leading the mind out and up to the power of grasping thought and comprehending knowledge, and the best teaching is that which develops all the faculties harmoniously,—the senses, reason, imagination, will, etc.

A great difference between the work done here, and that to which we are accustomed is this—the principle work of Quincy teachers is teaching. The great mass of teachers train but do not teach. It is held here that subjects must be taught without regard to pages of text books, until they become a part of the child's mind; that in teaching, words play a minor, though an important part, being the servants, not the masters.

The senses are trained by proper exercise; original observation and investigation are stimulated, thus leading up to thought and reasoning. They try to keep ever in view the fact that the mind grows entirely by its own activities; that explanations and lectures not assimilated by pupils are fully as bad as the old text book methods. Some of the most valuable results of the "New Departure," are seen in the increased capability of children for work,—the formations of habits of systematic work,—the real love of the children for work,—the increased capability of children as they leave school to master whatever trade, profession or business they may enter upon.

Another result which I have not seen referred to in the public prints, is the constant change for the better in the personal appearance of the children, at home, in the school-room, and on the school grounds; as well as upon the streets and in public gathering—in fact during my stay here I have not witnessed a single case of what is usually termed rowdiness, profanity, or impertinence, on the part of any child attending the Public Schools; and in conversations with residents of the town I have received uniform testimony to a change for the better in regard to these things. A question which I am frequently asked is, "Are books used to any considerable extent in Quincy?" To this question I am obliged to make both an affirmative and a negative reply.

Affirmatively, I have never been acquainted with any school outside of Quincy where as many books are used, or as frequently referred to, for the purpose of obtaining valuable information beyond the possible individual experience of the pupils. Negatively, I have never known a school outside of Quincy in which books were as infrequently used for the purpose of obtaining that knowledge which comes within the possible individual experience of the child. Books which are usually termed "text books" are seldom seen in the hands of pupils or teachers inside of the school-room. All books from which useful information can be obtained are constantly sought after by both teacher and pupil, not for the purpose of memorizing the text, but for the purpose of enabling them to absorb the ideas contained in them.

Spelling.

BY SUPT. F. W. PARKER, QUINCY, MASS.

I transcribe on paper or tablet the pictures of words that I have in my brain. This is the process of spelling, and needs not the slightest qualification or explanation to make itself clear to any one who will think of exactly what they do when they write a word. If we misspell a word, our brain-picture of it is defective; when we think it wrong, we are comparing the written form with a brain-form. Our attention to this form brings it more distinctly into the consciousness, and the mistake is seen and corrected.

Words oftentimes come into the brain as combinations of sounds (names of letters), which must be translated into forms before they can be written. If this has not been done previous to the act of writing, a double and difficult process takes place, which, together with the absorbing thought of composition, renders such translations imperfect. Thus many persons who spell exceedingly well orally, make many mistakes in writing. A teacher took three prizes at spelling-schools, and made five mistakes in spelling in a short note to a school committee!

The foundation of spelling should be, then, the reception in the brain of forms, not sounds. The most favorable conditions for the mind's perception and retention of

correct word-forms, when ascertained, will give us the best possible method of teaching spelling. First, then, the closest attention to a form to be retained is brought about by the most energetic exercise of the sense of sight upon that form. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given, is to draw it,—that is, to copy it in writing.

All primary study of spelling should be by copying words. Let me repeat: as drawing is the best method of training sight, so drawing words is the most economical and practical method of teaching spelling. Trained sight will take in a word-form at once seeing, so that it can be correctly reproduced with great ease.

Two more very important principles, and I will give the details of a natural method. The forced attempt to reproduce or express that which is vague and indistinct in the mind is detrimental. Original mental representations or pictures are the results of the repeated action of the perceptive faculties upon the same objects. They grow into distinctness very slowly indeed; thus the little child must hear the same word hundreds, perhaps thousands, of times before it attempts to utter it. There comes a time, however, when the accretions of impressions of the same spoken word, by its own vividness, forces the child to utter it,—the first word.

In like manner the word-form, slowly produced by close seeing (writing), should not be reproduced until it is distinct in the mind. The child should be prevented, so far as possible, from seeing or even reproducing incorrect forms, for they stamp themselves as readily upon the mind as correct forms, and will turn up on paper as unwelcome intruders. The same is true of all forms and expressions,—capitals, punctuation, and syntax. The details of the method, founded upon these principles, I have endeavored to follow for several years,—and I think with excellent results,—are as follows:

1. The first year (lowest primary) should be spent in copying words, with little or no reproduction without copy. Language consists of reading (recalling ideas), and composition (expressing them.) Reading and composition should be taught together as two branches of language. Every word and every sentence taught should be copied from the blackboard on the slate, and then read, from the slate. No matter how crude and awkward the first copyings are, they should be commended and the writer encouraged. They are types of the child's crude percepts. Perseverance will soon bring order out of seeming chaos. The better the picture of the word the child makes, the more distinct will the impression be upon the mind; therefore, technical writing should be taught from the first. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent,—time which otherwise would be given to listlessness or tiresome idleness.

2. At the end of the first year, quite a number of distinct mental word-pictures will be stored in the mind, ready for reproduction. Begin carefully; after a word has been copied from the board, erase it, and have it reproduced without copy. Do the same with two words, then three, and so on. Write a sentence, erase part of it,—and then cause the whole to be written. *Never have one word written incorrectly, if you can possibly avoid it.*

3. Teach those words only which your pupils use in language. This rule holds good throughout the course. By language I mean words used in any and all recitations. When a word is misspelled, have it corrected immediately. Keep a list of misspelled words, and teach no other words until they are learned.

4. Teach the most-used words first,—words like *is, are, were, was, been, shall, will, they, there, their, which, whose, etc.*

5. Teach words separately, and in sentences. The best test of spelling is writing from dictation.

6. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The first year, the child should be trained to express thought orally; the second year, to talk with the pencil, which involves the reproduction continually of words which he knows. The spelling is made a minor branch of language-teaching taking very little extra time.

7. During the third year, oral spelling can be introduced as a valuable auxiliary. It will be found in the third year, if this method has been faithfully followed, that children will write correctly most new words after reading them once; this is a grand product of trained sight.

8. All study of spelling should be by copying words and sentences in the best possible hand-writing. The copied words should be marked and corrected just as carefully as any other lesson.—*The Primary Teacher.*

The Primary Classes.

WRITING.

It has been taught to many a primary teacher that she must first employ *print*, but this is a great mistake—and it is now so admitted. Let one look at the slates covered with the print of the primary classes, and he will say there is something wrong. Let him ascertain, as he easily can, that it is easier to find a good engraver in anything else than in lettering, and he will come to the conclusion that *script* is the proper thing to be taught to children.

To teach script, it is all wrong to begin with straight lines, curves, ovals, etc. That was done years ago and abandoned. Write a word on the blackboard, as *book*. Make the *b* plain, with no flourish; even to omit the upward stroke is good teaching; for the essentials are the straight line and the hook at the bottom; so of the *k*.

It may be thought that it would be better to present only the *b*, and teach that on the principle of "one thing at a time." But a higher principle rules—the child must have an object that has an interest attached to it. This he has in the word we have selected. It will be more easily written because he can see the book. Talk about the book; write it over and over in columns; talk pleasantly about it, and finally examine the slates of the children; examine to find something that pleases; speak encouragingly. Suggest as to the size of the letters, for you will find they will try to make them of the size of yours on the blackboard. Hence write the word for each on the slate. You are giving the first lesson in writing; hence, make it an interesting one, at all hazards. Don't be too exacting. One word written over and over with much talking, much pleasure, will be enough.

If the slates are ruled it will be a great help. This can be done with the point of a file and a ruler. Vary the exercises. Show them how to make *down strokes*; you make one and then they follow. "The line slants a little, children; try and have them all just so long. Now, let us make some short lines. I will count one, two, three, etc. Look at them. Are they at an equal distance from each other. You see it looks so much better if they are. See the buttons on Amy's saccue—they are at an equal distance," etc.

Remember to *interest* your class and not to tire. Give a short lesson. Yes, you will show them how to hold the pencil; but don't try to do too much at first; on another day you can continue the work. Be sure and have them interested.

MORAL LESSONS.

The child must be daily interested to think about the results of his conduct, and the relations he sustains to others. Morality is so commonly presented as (1) only a duty, or (2) a necessity that the pupil learns to postpone any thought concerning it. Besides the teacher's manner is too often repellent—too, too often a little sermon is dealt out and the children are supposed to be nourished. But they can no more live on husks than the poor prodigal. To learn how to address the child the teacher should read and re-read the Gospels and learn the method of the great Teacher.

A teacher found in his new school that lying was a very common practice. Now to say that "all liars shall be turned into the lake that burns with fire" will not educate the child into habits of truthfulness; he needs *training*, *teaching*; he needs *lessons* in *truthfulness*. This teacher devised two plans to accomplish this.

First, a motto "speak the truth," was suspended over her desk and around it, on the card, a piece of tape was carried in loops. On a given morning, all being prepared, as well as possible, a class of ten little girls came forward bearing small bouquets and after singing a song praising truth, presented these bouquets. The teacher took them and put them in the loops; reciting as she did so some quotation respecting the truth. The motto thus stood before the school, beautifully adorned. It will make an impression on the scholars.

Again, she remarked "we are improving in truthfulness; I can now believe nearly every word that is told me."

The Kindergarten.

THE GIFTS.

The first gift for the youngest children consists of six soft balls of various colors; aim, to teach color (primary—red, blue, yellow—and secondary or mixed—green, violet, orange) and direction (forward and backward, right and

left, up and down;) to train the eye; to exercise the hands, arms, and feet in various plays.

The second gift consists of the sphere, cube, and cylinder; aim, to teach form, to direct the attention of the child to similarity and dissimilarity between objects. This is done by pointing out, explaining, and counting the sides, corners and edges of the cube; by showing that the properties of the sphere, cylinder, and cube are different on account of their difference of shape; by pointing out that the apparent form of the sphere is unchanged, from wherever viewed, but that the apparent forms of the cube and cylinder differ according to the point from which they are viewed.

The third gift consists of a large cube, divided into eight small cubes of equal size; aim to illustrate form and number; also to give the first idea of fractions.

The fourth gift consists of a large cube, divided into eight oblong blocks. The object should be to continue the development by pointing out the resemblance between this and the third gift.

The fifth gift consists of twenty-one whole, six half, and twelve quarter-cubes, forming altogether one large cube. This is a continuation of, and complement to, the third gift.

The sixth gift is a continuation of, and complement to, the fourth gift. It consists of eighteen whole oblong blocks, three similar blocks divided lengthwise, and six divided breadthwise, forming altogether one large cube.

The seventh gift consists of quadrangular and triangular tablets of polished wood. These tablets, as well as the previous gifts, are designed for instruction in reversing the position of forms and combining them. In the six previous gifts the child had to do with solids; by the tablets the plane surfaces are represented; these are followed by the straight line in the eighth gift, and the curve in the ninth gift.

The eighth gift consists of thin wooden sticks, about 13 inches long, to be cut into various lengths by the teacher or pupil, as occasion may require. These sticks, like most of the previous gifts, are designed to teach numerical proportions and forms. Stick-laying is an excellent preparation for drawing. The multiplication table is practically taught by the means of this gift. Reading, according to the phonetic method, is taught by imitating with these sticks the letters of the alphabet. In the same way the Roman and Arabic numerals are taught previous to instruction in writing.

The ninth gift consists of whole and half rings of various sizes, in wire, for forming figures. These rings, like the sticks in the eighth gift, are intended to teach the first elements of form as an introduction to drawing.

The tenth gift is to teach drawing on slates and paper. The material used is, first slates grooved in squares, next, paper ruled in squares. This method of beginning drawing is the most systematic and perfect ever invented for young children. It is interesting to note how rapidly, by it, even the youngest pupils advance.

The eleventh gift consists of paper for perforating or pricking, with suitable needles.

The twelfth gift consists of embroidering. The perforating material is also used in this gift; after the pattern is perforated, it is embroidered with colored silk or worsted on card-board.

The thirteenth gift has squares or triangles of paper folded, cut according to certain rules, and formed into figures. The child's inclination for using the scissors is here so ingeniously turned to account as to produce very gratifying results.

In the fourteenth gift, strips of colored paper are, by means of a steel, brass, or wooden needle of peculiar construction, woven into another (differently colored) leaf of paper, which is cut into strips throughout its entire surface, except that a margin is left at each end to keep the strips in their places. A very great variety of designs is thus produced, and the inventive powers of teacher and pupil are constantly stimulated.

The fifteenth gift consists of fifty slats, 10 inches long and $\frac{1}{2}$ inch wide, for interlacing, to form geometrical and fancy figures.

The sixteenth gift consists of a set of jointed slats with about 9 links.

The seventeenth gift consists of paper strips of various colors, lengths, and widths, folded lengthwise, and are used to represent a variety of geometrical as well as fancy forms, by plaiting them according to certain rules.

The eighteenth gift is folding paper. The material for paper-folding consists of square, rectangular, and triangular

pieces, with which variously shaped objects are formed, and the elements of geometry are taught in a practical manner. The variety is endless and prepares the pupil for many useful similar manual performances in practical life.

The nineteenth gift consists of peas soaked in water for six or eight hours, and pieces of wire, of various lengths, pointed at the ends, are struck into them for the purpose of imitating real objects and the various geometrical figures. Skeletons are thus produced, which develop the eye for perspective drawing most successfully. Sticks belonging to the eight gift are also used for this purpose.

The twentieth gift consists of modeling. Bees-wax, clay, putty or other material, worked with a small wooden knife, on a light smooth board, is used for the purpose. These materials can be bought almost everywhere.

The Child's Store of Knowledge.

What the child knows at five years of age,—how his knowledge has been acquired,—and what use can be made of it by the Teacher.

(Note: of a paper read by B. F. Tweed, late Supervisor of Primary Schools in Boston, at the Sumner Institute.)

As soon, said the lecturer, as the child is brought into relations with the external world, through the medium of the senses, his activity begins.

Our works on psychology treat of the development of the faculties in a certain order. This, however, is not a chronological genesis of the several faculties, but rather a logical or scientific analysis of what, it is assumed *would* be the order of development. But it is not till the child begins to use language to express his thoughts, that we can make any very accurate observations on his mental development.

It is certain, however, that he has, even before he can talk, formed conceptions, and judgments, and drawn inferences. That is, all the faculties of the intellect are in operation turning out more or less perfect results.

His use of language soon reveals to us the fact that he knows much more than we have given him credit for. He speaks in sentences, using with general correctness all the regular inflections, and simple constructions of the language. Even his errors show more knowledge than ignorance. When he tells of *gooder* boys, or *two mans*, it shows a generalization already made, and a recognition of the regular formation of the comparative of adjectives and the plural of names. He is, let us admit, ignorant of the fact that these words are *exceptions*.

His knowledge, then consists, of what he has acquired by sense-perception, with the results of such generalization as he has unconsciously made of it. It is not claimed that he can enunciate this knowledge in abstract propositions; but that he has such a knowledge of language, for instance, that he can use it with general correctness. So of his other knowledge.

Now here is an amount of knowledge, vastly superior to what we generally give him credit for. It has been obtained by experience, (the best of school masters,) and can be, and is used.

How, then can the teacher make use of this, and add to it? Not certainly by introducing a technical vocabulary, that the pupil knows nothing about; and assuming that he knows nothing of language, till he can define "verbs," "noun," case;—and nothing of numbers till he can talk about "subtrahends" "minuends," "common multiples," &c.

Let us continue in school, so far as we can, the same methods by which he has acquired his present store, making new presentations of things, and stimulating his curiosity. We may thus gradually enable the pupil, under the guidance of the teacher, to formulate the knowledge already possessed, and make constant additions to it. What more can the teacher do?

For the NEW YORK SCHOOL JOURNAL.

Making a Mistake.

Characters: Robert Rutherford,
Washington Pulverston.

Rutherford. And so you have been to college. My father once thought of sending me to Yale College. I suppose you have acquired a great deal of valuable knowledge!

Pulverston. Tolerable, tolerable. Yes, it is a great place. Piles upon piles of knowledge there! Great libraries! Shelves breaking down! Why, my head nearly burst in trying to cram it all in!

R. This place affords one of an inquiring mind but little chance to learn what he could obtain so easily in the company of the great minds of your college.

P. True. We were hardly allowed time to eat. Up at six in the morning, and not in bed until twelve at night. Egad, I don't say any thing about the time spent in rowing.

R. Is it possible?

P. Yes; grammars, lexicons, and maps were piled up even on the dining table.

R. I am delighted to meet at last a real scholar, for I have tried to do some studying myself.

P. (I must look sharp or he will find me out.) It is a pleasure to meet you; but I shall be obliged to hurry away.

R. By no means. You have given much attention to the Latin language of course?

P. Why, yes, of course.—(I never could get that in my head.)

R. Oh, that I had lived in the days when even the shepherds, the most ignorant of the people of Italy spoke Latin.

P. Do you suppose the people in Rome knew about hic, hæc, hoc, and all that sort of thing?

R. Of course.

P. (Then I'm sorry for them.) Wonderful, when it is so hard for me!

R. You remember the Eclogues of Virgil?

P. Oh, certainly. (I think I have heard that name somewhere.)

R. How sweetly the first begins, "Tytüre, tu patulae recubans."

P. (Hang it, what can that mean!) Grand!

R. And the Greek is even more musical; I used to think so when I learned to conjugate "tupto, tupso, tuptupha"—

P. (That's Greek to me anyhow.) Splendid!

R. Which one of the classics do you like best? I will fetch it.

P. Oh, don't put yourself to that trouble. I—I don't know as I can say.

R. Virgil is my favorite. How expressive is his description of the unconquerable passion of Dido, when he says "hæret lateri lethalis arundo."

P. (That must be Greek, too.) Very expressive!

R. Even Ovid is a charming writer.

P. (Ovid! Ovid! Another of the Greeks I suppose.) Very much.

R. Ah! I see you are more familiar with the Greek?

P. (Let me get this right. Greek, oh, yes. Greek! is that that has the funny little characters, I think.) Yes, yes; I know Greek.

R. And what do you say to Horace?

P. Why, he is the greatest Greek of all.

P. Greek! Why man alive, every body knows he was a Latin poet.

P. Certainly; I meant Latin. Did I say Greek! (In great confusion)

R. I don't often have the pleasure of talking with a man who, like you, is familiar with the classics, and I enjoy it immensely.

P. (I can't say that, I do.) It is very pleasing.

R. I was reading the other day about Achilles. What wonderful horses he had, didn't he? Now, that one—born of the Harpy—let me see, the name was—

P. Oh, yes; the name was,—why, I've heard it thousands of times—

R. Why, what was he called?

P. (Striking his forehead.) Why, it was, it was—

R. Singular neither of us can think of it. It was, it was Xanthus.

P. Exactly. I was just going to say that. Xanthus! a queer name. (I wish I was out of this.)

R. And, then, what was the name of that girl that caused the trouble between Agamemnon and Achilles; it begins with R.

P. Oh, yes, let me see—why, it is strange I forget that—R, R.

R. Why, you are worse that I am. Now, I think of it; it begins with B.—Briseus.

P. Certainly; Briseus—that is it.

R. I will now show you a copy of a Greek MSS. I got in Athens. Why, what is the matter?

P. Oh, I have the vertigo (it always comes on when I get into a close corner like this.) I must leave you and the Greek MSS. How I would delight in looking it over. (Exit.)

R. Either he knows very little about the classics, or else he is a very queer fellow. (Exit.)

When I'm a Man.

(For very Little Boys.)

(These recitations should be accompanied by appropriate actions.)

- 1st Boy. When I'm a man, a man,
I'll be a farmer, if I can,—and I can!
I'll plough the ground, and the seed I'll sow;
I'll reap the grain, and the grass I'll mow;
I'll bind the sheaves, and I'll rake the hay,
And pitch it up on the mow away,—
When I'm a man!
- 2d Boy. When I'm a man, a man,
I'll be a carpenter, if I can,—and I can!
I'll plane like this, and I'll hammer so,
And this is the way the saw shall go.
I'll make bird-houses, and sleds, and boats,
And a ship that shall race every craft that floats,—
When I'm a man!
- 3d Boy. When I'm a man, a man,
A blacksmith I'll be, if I can,—and I can!
Clang! clang! clang! shall my anvil ring;
And this is the way the blows I'll swing.
I'll shoe your horse, sir, neat and tight,
Then I'll trot 'round the square to see if it's right,
When I'm a man!
- 4th Boy. When I'm a man, a man,
A mason I'll be, if I can,—and I can!
I'll lay a brick this way, and lay one that;
Then take my trowel and smooth them flat.
Great chimneys I'll make. I think I'll be able
To build one as high as the tower of Babel!
When I'm a man!
- 5th Boy. When I'm a man, a man,
I'll be a shoemaker, if I can,—and I can!
I'll sit on a bench, with my last held so;
And in and out shall my needles go.
I'll sew so strong that my work shall wear
Till nothing is left but my stitches there!
When I'm a man!
- 6th Boy. When I'm a man, a man,
A printer I'll be, if I can,—and I can!
I'll make nice books, and perhaps you'll see
Some of my work in "The Nursery."
I'll have the first reading! Oh, won't it be fun
To read all the stories before they are done!
When I'm a man!
- 7th Boy. When I'm a man, a man,
A doctor I'll be, if I can,—and I can!
My powders and pills shall be nice and sweet,
And you shall have just what you like to eat.
I'll prescribe for you riding, and sailing, and such;
And, 'bove all things, you never must study too much!
When I'm a man!
- 8th Boy. When I'm a man, a man,
I'll be a minister, if I can,—and I can!
And once in a while a sermon I'll make
That can keep little boys and girls awake.
For, oh, dear me! if the ministers knew
How glad we are when they do get through!
When I'm a man!
- 9th Boy. When I'm a man, a man,
A teacher I'll be, if I can,—and I can!
I'll sing to my scholars, fine stories I'll tell.
I'll show them pictures, and,—well,—ah, well,
They shall have some lessons,—I s'pose they ought;
But, oh, I shall make them so very short!
When I'm a man!
- 10th Boy. When I'm a man, a man,
I'll be on the School Committee, if I can,—and I can!
About once a week I'll go into school
And say, "Miss Teacher, I've made a rule
That boys and girls need a great deal of play.
You may give these children a holiday!"
When I'm a man!
- 11th Boy. When I'm a man, a man,
I'll be President if I can,—and I can!
My uncles and aunts are a jolly set,
And I'll have them all in my cabinet!
I shall live in the White House. I hope you all,
When you hear I'm elected, will give me a call,
When I'm a man!
- All in concert. When we are men, are men,
I hope we shall do great things,—and then,
Whatever we do, this thing we say,
We'll do our work in the very best way.
And you shall see, if you know us then,
We'll be good, and honest, and useful men.
When we are men! MRS. B. C. SLADE.

Educational Maxims.

That was an excellent saying of the Spartan instructor, "I will accustom the boys to take pleasure in what is good and to abhor what is evil." Truly the most excellent and proper purpose which education could aim at.—PLUTARCH.

Among the Persians the boys were especially trained to temperance, by seeing how their elders lived temperately.—ZENOPHON.

It would be well if some older person were present at all diversions of youth.—CICERO.

To do right before children is the best way of teaching them to be good.—MOSCHEROSCH.

For children there is absolutely no morality except example, either narrated or seen.—JEAN PAUL RICHTER.

EDUCATIONAL NOTES.

NEW YORK CITY.

REV. HENRY WARD BEECHER will deliver an entirely new and interesting lecture, entitled "The New Profession," at Steinway Hall, on Thursday evening, April 15th, 1880, in aid of the funds of the Union for the relief of sick and disabled members. Mr. Beecher has generously volunteered his valuable services in behalf of this cause, and his subject is chosen with special reference to the claims of the teacher. The members of the Union earnestly appeal to all teachers for their united support; they and the general public should accord to it a generous and hearty response. Tickets 50 cents; reserved seats \$1. If a teacher cannot be present he can show his appreciation of this good cause by sending the price of a ticket. Will he do it?

ELSEWHERE.

N. Y. STATE INSTITUTES FOR APRIL.—April 5, Seneca Co., Waterloo, conducted by Prof. Post; April 12, Tompkins Co., by Prof. Johannot; April 12, Cayuga, Meridian, by Prof. Kennedy; April 12, Suffolk, Greenpoint, by Prof. Johannot; April 12, Wayne, Marion, by Prof. Lantry; April 19, Tioga, Owego, by Prof. DeGraff; April 19, Saratoga, by Prof. Lantry; April 26, Madison, Morrisville; April 26, Oswego Parish, by Prof. Johannot.

SENECA COUNTY.—Commissioner Stout held an Institute at Waterloo, Sen. Co., commencing April 5th, and closing April 10. Conductors, Messrs. Johannot & Post. The number present Friday was 218. The institute was a decided success. The Conductors are earnest men and understand well the subjects which they present. Primary Reading, Geography, Arithmetic, the use of the Globes and Maps, the Dictionary and other school apparatus were explained, each subject was handled in a masterly manner, Com. Stout is a great worker in the cause of education. Com. Chapin was over from Ontario County.

ONTARIO COUNTY.—Commissioner Chapin held an Institute at Geneva, one week commencing March 20th. Conducted by Prof. Johannot, and Barnes. There were present about two hundred and fifty; about one hundred and seventy-five names were taken for the class; about ninety were examined for licenses to teach. Subjects presented: Sentence method in teaching young children to read; in Geography to commence with the school-room ground, district, roads, dwellings and then a more general description of places farther off; Arithmetic; History; Civil Government; Physical Geography, and the Quincy Methods, &c., were explained. Mr. Barnes, led the singing and it was excellent so were the lectures by Mr. Johannot on "Italy." Prof. Milne from the Normal School at Genesee spoke on "Education," Prof. Bennett from Syracuse University on "Germany."

BOSTON.—From Supt Eliot's annual report we select the following sentences. These sound like the words of an Educator, they are not those of a Supervisor of Knowledge crowning operatives.

The Primary Schools have greater independence. They and their work have been placed where they may feel more confidence in it, and it may have, so to speak, more confidence in them. If the work is, as almost everybody admits, the most responsible in the whole range of education, then, surely, it needs its own instruments; that is, its own schools, its own courses, its own teachers, independently of those belonging to any other work. This is just what our Primary instruction is getting under the existing arrangement, and if it gets this, and keeps this, it has not merely the preface, but the possession of independence.

(It must be remembered that the Primary School's were removed from the supervision of the Grammar school principals.)

With more self-reliant teachers there will be more self-reliant pupils. These, too, are needed, and especially in the schools which are forming opinions and habits for life. Self-reliance is death to mechanism. It destroys it both inwardly and outwardly, sets the mind free to act as mind, and even sets the body free to move or rest as nature wills. Who ever saw a class of little children in position, as it is called, with their heads, hands, and feet in line, and kept there till they must have ached, without wishing to break the spell? It has been broken in most of our Primary Schools. Children are allowed to be children. They are not ungoverned; but they are unoppressed. Their impulses are respected, their errors are corrected rather than driven in, and thus the life without expresses instead

of concoloring the life within. This helps them to help themselves. It gives them the consciousness of power as well as of weakness, and encourages them to do what they feel as well as learn to be their duty. Teachers have exerted themselves in new ways as well as in old ones. Pupils have dropped their listlessness, and read or written or spoken with almost as much eagerness as if they were at play. They like their lessons, and yet more the spirit they are not merely suffered but excited to put into them. One aids another, and the class is full of common interests which cannot but be good for all who share in it. Can we do better than interest these boys and girls? We want them to learn, and there is nothing more certain to make them than the love of learning. Give them that in the beginning, and it will last as they go on through all their childhood and into the full flush of life. It is like the dawn which ensures the noon. Reading, writing, and language have been taught, especially to beginners, in what is to us a new way; but it is an old or comparatively old way elsewhere, and we can make no boast of it. The great gain to the course, as it strikes me, is the better spirit in which it is pursued by both teachers and pupils. My confidence in the improvement of Primary instruction rests upon no shibboleth. I read of all sorts of theories, I see or hear all sorts of practices; but nothing appears absolutely preferable,—nothing, with one exception, and this is simple reverence for little children. This, and this only, it seems to me, makes a method good; this also makes a teacher, who is more than any method, good. Its effect upon both teacher and pupil, and upon the relation between them, is just as certain as any effect of any cause in this world. Nothing with regard to the Grammar Schools, during the half year, has been more cheering than the assurances of several teachers that they were trying to dispense with credits. One entire school has dispensed with them. They are, as is well known, those rewards and punishments which consist of marks, good and bad, ranks, penalties, and all the similar devices with which our schools are familiar. No one disputes the necessity of rewards and punishments in education. They exist there, as they exist everywhere else, self-administered, if not administered by others; the inevitable attendants upon honor or shame through life. But with regard to those which a teacher is to use, there now a great divergence of opinions; some clinging to tradition, and others breaking away from it, in search of better influences. Such as believe in human nature and in its responsiveness to higher treatment will treat it in the pupil on high principles. They will trust him as far and as long as they can. If he deceives them, they will rebuke him; but they will trust him, if possible, again. They will deepen his trust in them, and make him feel that he has no safer guides, no tenderer friends. His sense of duty will be more in their eyes than his performance of separate duties; and they will speak or act concerning what he does with constant reference to what he wishes to do. To turn him from the evil will not seem to them enough, unless they lead him to the right; and that this may be his end, as well as theirs, is the very highest object they have in teaching him. What will be the rewards, what the punishments, they use? Will they use credits, or whatever else may be included in that word? It seems preposterous to ask the question. Credits, and all other rewards and punishments of a merely outward character, are to be given by those who believe in merely outward manifestations; in obedience or disobedience which can be seen; in answers which can be heard; in words or deeds, rather than in motives or affections. A master exclaimed in my hearing, not long ago, "I believe in percentages as in Christianity." It sounded as strange as if he had said he had equal faith in chains and in freedom. We must be careful that our rewards do not excite the worst elements in a pupil's disposition, our punishments stifle the best. As the grandmother in the story of New England life remarked: "Folks have just got to open their eyes, and see, if they can, what the Lord meant when he put the child together, and not stand in his way." One punishment continues without proper restraint. Some put the children into painful and even dangerous positions; some shake them at times with such roughness as to tear their clothing; while many still ply the rattan as freely as if it were a feather, and strike, not merely the hand, but the head and body. The monthly reports of some Grammar Schools come in ringing with the echoes of blows,—one hundred and thirty corporal punishments in one school, one hundred and fifty-seven in another; in each for a month, and a month averaging twenty-one and a half days of five hours. "Brethren," as St. James wrote, "these things ought not so to be."

LETTERS.

To the Editor of the New York School Journal:

I think teachers will find that the following plan of teaching reading is very satisfactory as well as very interesting to the pupils. Instead of taking the lessons in regular order take an author of renown. Have the class find all they can about him. I use the following outlines.

Name.	Born.	Principal works.
	Died.	

The pupils fill it out and bring it to the class with them. At the beginning of each recitation we review what we have gone over. Once a week have no regular lesson but let the pupils each select a verse or paragraph to read and have the remainder of the pupils to guess from whom it was taken. This last is the most interesting part. This is of course for the more advanced classes. F. C. P.

To the Editor of the New York School Journal:

SIR,—In addition to what Justitia has so ably explained, permit me, as a primary teacher, to say a few words. A father in speaking of his children, once said to me, "Our evenings are devoted to conning over their lessons with them, that they may not fail on the morrow; it's nothing but an annoyance and a worry; it is we at home who teach the children—the school teachers I consider mere examiners. One comes home with, 'I must tell all about this nail and that tool; Miss ——— said we must find out all about it.' Another has sums that we puzzle out; the third, a list of definitions which we must furnish." How different is the primary teacher, who, without this aid of books, and auxiliaries takes the untutored child and shows it that it possesses human powers of thought and action. If it be an honor to add the finishing polish to the advanced scholars, why have the deans and doctors of college fame go to their graves unknown and unsung, while the memory of the humble and hardworking Pestalozzi will shine as the stars forever? Because he taught those who had been hitherto untought, the most taxing and trying of all teaching, because it requires a brain's ingenuity, a heart's sympathy, and a soul's comprehensiveness. Is this period of life to be lightly passed over? Converse with aged people, and you find that incidents of their early childhood are indelibly impressed on their memory, while matters of middle life are forgotten. Many a time when I have been writing my roll of eighty names have I remembered how our grammar teacher was relieved of such work, since we scholars always wrote up the roll, copied reports, etc., she only giving a supervising eye as she ate her lunch, and signed her name.

A grammar teacher's photograph should be taken sitting with a book in her hand, hearing recitations; a primary teacher standing at the blackboard—one examines, the other teaches. But if the grammar teacher is the more important, there must be a reason for it. "Papa," said a boy to a farmer, "that butter must be worth more than what you sent away before?" "It's all the same stock," said the farmer, "only it fetches a better price in the market." Very truly yours, M. A. F.

To the Editor of the New York School Journal:

Though only a recent subscriber for your paper, I have been greatly benefited, especially by such articles as those concerning teaching Square Root, Reading, Rhetoric, Cultivation of the Mental Faculties, &c. I must coincide with sentiment of the many articles your paper contains concerning the "Dead Teacher," and bad habits among teachers, but I fear that in aiming to root out these evils you will damage the cause itself. But a short time since there was a loud cry in some of the leading New York papers, because a principal rode to school in a carriage and a lady teacher was seen looking in a store window on Broadway. The care of the child is primarily given to the parent and it is his duty to employ as his aid in educating the child, the most skilled labor within his reach and pay for it in proportion as skilled labor in other callings is paid for, and let the most skilled receive the best opportunities just as is the case in the vocations where the wages are regulated by the great natural and therefore divine laws of supply and demand. The "dead," are not susceptible to the shots of the living, and while the parents continue to hire the "dead," or those containing but one spark of life, you may fan with newspapers, yea even throw the papers themselves on that spark and all to no purpose. But just let the parent say, we will employ only skilled labor and will pay it in

proportion as other skilled labor is paid, then see how soon there will be a "rattling among the dry bones." In that celebrated "March of the Ten Thousand," the leaders had their dead buried. If our leaders, the parents, want to carry the dead with them, let them enjoy the stench; if they don't, let them bury the dead and pay the living enough to keep them alive. We have in our section of country some teachers that are dozing and occasionally one that sleepeth, but the great majority of our teachers are honest, earnest, energetic workers, who have been attracted to the profession because of its high, ennobling nature. TRUE CAUSE.

To the Editor of the New York School Journal:

Our excellent President of the Board of Education has chosen as his motto this year "Let well enough alone." With all due deference to his expressed opinion, I submit the remark, "Does anything in this busy world of ours stand still?" We must either retrograde or advance. Stagnation is the worst of evils, and breeds only disease and death. If there are faults in the system what better time than now to remedy them? Why should not a committee be appointed to conserve the interests of the Primaries; as well as one for the Normal College—the Evening Schools—the Nautical schools—the Colored Schools? Thus a new era would dawn for them of generous appreciation, and fostering care on the part of the Board, that would act as a stimulus to renewed exertions and successful labor; and would also react upon the Commissioners themselves; awakening an earnest love for the little ones, that no diplomas in graduating halls or oratorical display on Commencement day, could rival or eclipse.

But with all our inconveniences and impediments to more complete success—the work now done in the Primaries, is as thoroughly and well done as could possibly be expected under existing evils. Let our Superintendent witness for us, if it be not so.—If we are drones and idlers (we are under their excellent supervision), let them speak. Superintendent Jones says in his Annual Report to the City Superintendent. "When we consider how large a number of children leave the Primary Schools to enter retail stores, where a knowledge of reading, spelling, writing and elementary arithmetic is required, it is a source of gratification that these schools qualify them so thoroughly." There are perhaps incompetent Teachers among us—Where are there not? There are perhaps Teachers who should have embraced some other vocation for a livelihood. But of what we complain is the fact—that they are adjudged fit only for the Primaries. They will work far less injury any where else—even in College or Grammar classes. Some few graduates or under graduates, might conceive a distaste for their specialty—but in the crowded benches of the Primaries, they are poisoning the fountains of knowledge at their source. Does the master-builder care only for the polished stones of the superstructure; and very little for his undergirding, unseen—rock-bed foundations? If he were so foolish, how soon would his stately edifice crumble in the dust? Does the gardener, shield less carefully from wind and storm—his delicate seedlings, his tender shrubs. On the contrary he gives them extra sunshine, extra water, extra care, for well he knows that his fortune in embryo is there. So is it with this far-famed Public School System. In the Primaries is as noble a work, as God ever gave to mortal; not excepting the pulpit—the press—and the home. Here are the diamonds in the rough; the ore in the bed, the future greatness and stability of our American Republic. Here is the crucible that is melting into one homogenous whole, the different nationalities that compose our citizenship. The babe in the household is the crowned monarch of the home. And why? Because of its very helplessness—its future grand possibilities. So, Commissioners of the Board of Education, are the tender years of childhood—a vast trust given by thousands of confiding parents to your safe-keeping. You are the custodians of the interests of more than three-fifths of the state's legacies, in the 65 per cent. of children who compose your Primary Departments. Will you do them simple justice; and give them an equal chance for a good education—with the more favored classes, the 35 per cent. who compose the Grammar Departments. This whole subject was brought before the Board at a recent meeting by the Inspectors of the 5th District, and was referred to a special committee. Are they ready to report, and will they stand nobly for equity and justice—or shall others have the honor? The time is fast hastening, when

we shall have proper Primary instruction. When a teacher's merit, and consequently her recompense—shall no longer depend upon the age of the members of her class—but upon her fidelity and successful experience.

When this wholesale defrauding of the children of the poorer classes, of the best education the state can give them—the funds having been already provided; will be an anomaly of the past; and when slice after slice can not be carved from the general fund, to the detriment of the original persons from whom it was intended.

PRIMARY TEACHER.

EDUCATIONAL MISCELLANY.

Radiant Matter.

It was Faraday's belief that a form of matter existed whose subtlety surpassed that of gases as much as the gaseous surpassed the liquid, or the liquid the solid state of matter. Aided by physical apparatus such as Faraday could not command, Mr. Crookes is carrying out an inquiry of the utmost interest, and we propose to give a short account of the facts which he has lately laid before the scientific world in connection with his researches on radiant matter.

It is supposed that the molecules of gases are constantly moving forward in straight lines with uniform velocity until they impinge either against each other or against the higher orders of the clergy. At this time were sown by walls of the containing vessel. Such a vessel may likened to a hive containing a swarm of bees; and we readily see that upon the number of bees in the hive will depend the length of flight which each bee can make before coming into contact with another bee. Suppose the average distance a bee can fly without colliding with its neighbor is two inches, then we will call that dimension the "mean free path" of the bees. If we remove one half of the bees from the hive we double this free path, and we might go on reducing the number of bees until it extended from one end of the hive to the other.

The electric spark passes with difficulty through the mixture of gases forming our atmosphere, but it passes readily through a high vacuum, exhibiting very beautiful phenomena. Most persons have seen the well-known Geissler's vacuum tubes, and are acquainted with the appearances presented by the discharge. The space separating the positive and negative poles is filled with violet-colored light, but a close inspection shows that the immediate neighborhood of the negative poles is surrounded by a dark region. The violet light is produced by collisions among the molecules of gas left after exhaustion, which are excited into abnormal activity by the passage of the electric current. These molecules, as will afterward appear, stream out from the negative toward the positive pole, and the small dark space around that pole represents their mean free path, or, in other words, the distance which they traverse before coming into contact with their fellows.

So, at least, Mr. Crookes' imagination led him to suppose; and in the verification of this brilliant guess he has made the world acquainted for the first time with that radiant condition of matter which Faraday pre-vised. Faraday, as we have said, wanted means to prove the truth of his anticipation, for the vacuum of an ordinary Geissler's tube is far more perfect than any which could be produced in his day by the old-fashioned air-pump, while it falls very short of the extreme exhaustion used in Mr. Crookes' research. Very perfect vacua were required by that gentleman in the construction of his radiometer, and special means were devised for their production; these have been further improved during the recent investigation, and exhaustion can now be carried to almost absolute perfection.

With these means at hand, Mr. Crookes found that, as the vacuum in a Geissler's tube improved, the dark space surrounding the negative pole increased, and he was ultimately enabled to carry exhaustion so far as to make this dark space equal to the whole length of the tube. In other words, he removed so many of the molecules forming the inclosed gaseous matter, that, like the bees in the hive, they could pass from end to end without collision. When this point was reached, the residual matter within the tube exhibited entirely new phenomena; the violet light of the electric discharge disappeared, and that which has been well called radiant energy took its place.

It was soon found that a particular degree of exhaustion was most favorable for the display of this new force.

The vacuum might be so perfect that the discharge would not pass at all; on the other hand, it might be too low, in which case the violet light of the ordinary discharge was seen. The best point is reached when one millionth part of the atmospheric pressure remains in the tube. Still there is matter remaining in the tube, and when this is excited to rapid movement by the passage of an electric current, the tubes becomes brilliantly phosphorescent from the impact of the flying molecules on its walls. Different kinds of glass glow with different colored light. English glass shines with blue, German glass with yellow, and uranium glass with green radiance. Substances of known phosphorescent properties glow with an intense light when exposed in the tube to the battering of these ultimate particles of matter. The diamond shines with a new lustre, ruby emits a deep red light, colorless alumina glows red like the ruby, and in particular a substance known as "Becquerel's phosphorescent sulphide" shines with marvellous brilliancy.

As we have already stated, the excited particles move away from the negative pole, and they do so in straight lines whose direction is at right angles (or normal) to the bounding surfaces of the pole. If this be, for example, a flat metal plate standing vertically, the molecules rush away from it in horizontal streams; if the pole be concave, the streams converge; if convex, they diverge; and if spherical, they radiate in all directions.

In an ordinary vacuum tube the electric discharge seeks the shortest path between the two poles, and no matter how sinuous that course may be made by the glass-blower, the current follows every curve into which the glass is bent. Radiant matters behaves in quite another way; the particles are not discharged by the nearest route from one pole to the other, but they ray out from the negative pole in straight lines which are persistently normal to its surface, no matter what may be the position of the positive pole in the tube. The molecules are incompetent to turn a corner—they behave, indeed, just like a stream of bullets—and if their energy be excited in a V-shaped tube having a pole at each of its upper extremities, these molecular bullets are projected only along one leg of the V; they cannot turn the corner, and do not seek the positive pole like an ordinary electric discharge.

The stream of excited particles may be arrested by an obstacle placed in its path. Mr. Crookes arranges a tube in such a manner that a small cross of thin mica can be made to stand erect within it at pleasure; when in this position the cross faces the negative pole, which consists of a flat plate of metal. Radiant matter streams cut horizontally from the plate, and declares its presence by rendering the opposite end of the glass tube brilliantly phosphorescent. The cross being erected interposes an obstacle in the path of the particles, and its "shadow" is at once projected dark on the glowing end of the tube.

Here we have something very like demonstration of the material character of the discharge from the negative pole, but a more conclusive proof is at hand. If a magnet is brought near to a Geissler's tube, the violet light is strongly attracted; a deflection in the path of the discharge ensues, but disappears with the removal of the magnet. In the same way, radiant matter is sensible to magnetic influence, and the stream of particles is attracted or repelled accordingly as the north or south pole of the magnet is presented to it.

It will be remembered that about two years ago the same investigator brought before the world the remarkable instrument now so well known as the radiometer. It consists of a light disc, furnished with four peripheral vanes, hung on a delicate verticle axis, and inclosed within an exhausted glass bulb. When exposed to heat or light, the disc revolves more or less rapidly according to the amount of heat or light supplied.

Many explanations have been offered to account for this strange phenomenon, but it was reserved for Mr. Crookes himself to furnish the true solution of the problem. He constructed a radiometer with vanes metallic on one side only, and so arranged matters that the disc formed a negative pole, placing the positive pole indifferently at any part of the exhausted bulb of the instrument. Upon the passage of the current, radiant matter streamed away from the metallic faces of the vanes, and the reaction of the discharge, like the kick of a gun against the shoulder, set the disc in rapid rotation. The experiments we have described leave little room for doubt that we have been concerned with the motions of actual particles of matter, that a real hailstorm of molecular projectiles caused these glass tubes to glow, the gems and other bodies to phosphoresce, the vane discs to revolve; and in that hail we are brought face to face with the ultimate constituents of matter.

For the NEW YORK SCHOOL JOURNAL.

Hope.

By MARY K. HANLY.

Pandora's box was weighty
With human grief and care,
But was not shadow'd over
By the darkness of despair;
It bore to men all sorrow
The ills with which we cope,
But o'er the ghastly spectacle
Was cast the light of hope.

The night is ever starless
Ere the morning light appears;
May flowers bloom and blossom
From April's foolish tears,
The ocean waves in fury
May lash the pebbly shore,
But they'll come with smiles of sunshine
When that dark hour is o'er.

The heaviest load of anguish
Waves of time will roll away.
The miner strikes the diamond
When he's dug through feet of clay;
These hearts that throb with sorrow
That seem for aye to cling,
Just think—'tis always winter
That precedes the blooming spring.

GRAMMAR SCHOOL No. 12.

A Mathematical Correction.

By LAWRENCE SLUTER BENSON.

Unknown to each other, Adams of England, and Le Verrier of France, computed elements for an unknown planet, and Neptune was discovered. But, although agreeing very closely in their theoretical results, still, when observations were made of Neptune, astronomers found that Adams and Le Verrier had made an *excess* of over five hundred million of miles in its mean distance from the Sun, had made its orbit 51 years *greater* than it is, and had computed it *over double* its actual size.

Again: from observations of 1769, Encke computed the mean distance of the Earth and Sun, as 95,292,000 miles. But Le Verrier, using Foucault's experiments with Light, estimated this distance as 91,829,000 miles; whilst observations of 1874, enabled Sir G. B. Airy, Astronomer Royal, to get 93,321,000 miles.

In my "*Mathematics in a Dilemma*," New York, 1879, I show that the above discrepancies are due to *false mathematical reasoning*, which has elicited considerable attention from mathematicians. I show that *varying rectangles have discordant relations*; hence attempting to derive the *functions* of angles from rectangles consecutively inscribed in the quadrant of a circle, involves *irrational quantities*—the *interminate* decimals, and originates discrepancies.

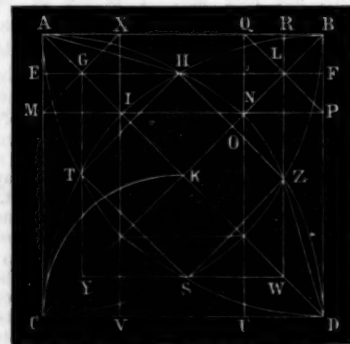
Now, *functions* of angles are really *functions of arcs*, therefore, they should be derived from the *circumference* in order to be *uniform and congruous*. As the curve is generated, the *versine* increases in constant proportion with the increase of arc, and, therefore, *sines and cosines* are simply *differences* between *radius* and *versines* of arcs and their complements. But, by the present mode of computing Trigonometrical values, the *reverse* to the rule, for there, *sines and cosines* are derived from each other, and the *versines* are treated as *differences* between *radius* and *cosines*.

This distinction is important, as will presently be seen.

Thus, Trigonometry makes $\sin 60^\circ$ or $\cos 30^\circ$, .8660254... but let the arc CK be described with $\frac{1}{2}CD$ as radius, and from the middle point of CD, as centre; and let the arc CB be described with CD as radius, and from D, as centre.

Then, because the curve of the circle is perfectly uniform in its course, *circumferences* are in direct proportion as *radii* of circles. Hence, what is true for the arcs CK, CB, as wholes, is true for them in corresponding parts.

Then, when 90° of the arc CK extend half so far from CA, that 90° of the arc CB do; and 45° of the arc CK extend half so far from CA, that 45° of the arc CB do; and 90°



the arc CK extend the same distance from CA, that 60° of the arc CB do; so 45° of the arc CK extend the same distance from CA, that 30° of the arc CB do. Consequently, 30° of the arc CB extend half so far from CA, that 45° of the arc CB do.

So, $\text{CE}, \sin 60^\circ$ or $\cos 30^\circ$, is $\text{CM} + \frac{1}{2}\text{MA}$ which is less than .8660254 . . .

Whence, EF, drawn parallel to AB, through H, the intersection of the arcs AHD, BHC, passes also through the centres of the squares AXMI, QBNP; and the arc AHD passes through the centres of the spaces QBUD ABMP at 30° and 60°, respectively.

Hence, versines of 30° and 45° have the same ratio that the versines of 60° and 90° have, namely, 1 to 2. Then, because the circumference is perfectly uniform, arcs which are as 2 to 3, have versines as 1 to 2. Therefore, versines have such constant ratio that $(\frac{1}{2})^2$ of 90° subtend $(\frac{1}{2})^2$ of radius.

Hence, as vers 60° is .5, so cos 60° or sin 30°, is .5,

as vers 40° is .25, so cos 40° or sin 50° is .75, not .76604.

as vers 26° 40' is .125, so cos 26° 40' or sin 63° 20' is .875, not .89363.

as vers 17° 46' 40" is .0625, so cos 17° 46' 40" or sin 72° 13' 20", is .9375 not .95228, etc.

Whence, discrepancies arise in Mathematics wherever the present Trigonometrical values are used.

That Sir G. B. Airy obtained 1,492,000 miles in excess of LeVerrier was because the Trigonometrical values adopted by him, are in this ratio of excess over the true values. Thus, proving that Mathematics, based on its proper principles, is, as it should be, absolutely correct, and ever will conform with practical tests, because, when the functions of angles are given their true values, Astronomical calculations will agree with accurate experiments upon Light.

The Hittites.

The readers of the Bible will remember the frequent mention that is made of the Hittites. They were not only commercial and warlike, but had evidently at a remote period made great advances in civilization and in the fine arts. They occupied the whole country of Southern Syria, from the Mediterranean to the desert, dwelling chiefly in the fertile valleys of the Orentes, a river rising to the east of Baalbec and flowing into the Mediterranean, and had two principal cities—Kadesh, or the Holy City, and a great commercial emporium, which was their capital and the center of their power, called Carchemish. They were finally overthrown by the Assyrians, B. C. 719; and had so completely disappeared that they are scarcely ever referred to by Greek writers. Great interest was felt to discover the site of their commercial capital, Carchemish, and many conjectures have been made, none of which, however, could be verified. A few years ago Mr. Skene, the British Consul at Aleppo, discovered a huge mound of earth covering a large area on the western shore of the lower Euphrates, near a ford of that river on the route still traversed by caravans. This great mound was surrounded by ruined walls and broken towers, while the mound itself was but a mass of earth, fragments of masonry, and debris. It had frequently been seen by previous travelers, but they identified it with other lost places. Mr. Skene called the attention of the late George Smith, the eminent archaeologist who brought so much to light from the ruins of Nineveh, to this mound, and Mr. Smith found there the long-lost capital of the Hittites. The present British Consul, Mr. Henderson, has been during the last two years engaged in the exploration of the mound, and has already sent important remains with inscriptions to the British Museum. It was in the language of the Hittites. The inscriptions found by Mr. Henderson in the exploration of Carchemish are in the same character; the same language which Mr. Layard found impressed upon seals discovered by him in the ruins of the record chamber of Sennacherib's palace, and which greatly excited his curiosity, as the writing was unlike any ever noticed before. Another inscription was afterward discovered at Aleppo, by Mr. Davis, a missionary; and it also turns out that the famous figures sculptured above the roads from Ephesus to Phocæ, and from Smyrna to Sardis, which are mentioned by Herodotus, and were supposed by him to represent the Egyptian King Ramesses II., the Sesostris of the Greeks, had inscriptions in the same character as that recently found in Carchemish, showing that these figures also are Hittite monuments. It is supposed that this language was the source of what is known as the Cypriote syllabary, found in Cyprus, and which was prob-

ably the language in use among commercial people throughout Asia Minor until it was superseded by the simpler and more practical Phœnician alphabet. This discovery is exceedingly interesting, as the Hittites belong to the same race of people who perfected, by the invention of the alphabet, that greatest of human inventions, a written language. We have now, in this discovery of Mr. Smith, the memorials of a lost people, in neighboring proximity to the Phœnicians, of whom also we know so little—a people who had an important part in the early progress of ancient civilization, with respect to which the eminent Egyptian scholar expresses his conviction that future discoveries in the course of this exploration will afford convincing proofs that this civilization, which was of the highest antiquity, was of an importance which we can only guess at.

A writer in the London Times has said, in respect to these discoveries, that they have opened up to us an extinct civilization that existed before Rome or Athens was founded, of which nearly every trace and memorial had been lost until these discoveries were made a few years ago; that they have opened a new and earlier page in the history of mankind—in that of religion, science, and of the arts—by the discovery of the remains of this library, which Abraham may have consulted in what was the land of his nativity.—*Scientific American*.

FOR THE HOME.

How John Moss Helped His Mother.

The funeral was over, and the house was put to rights. John and his mother had gone through the form of supper; the table was cleared, and the lamp was lighted and set on it, in the usual order. And now that there was nothing to be done but to sit and think, the grief came back afresh, and they wept together. John was nearly seventeen. He was henceforth, mother's protector. He felt as if he had made a sudden stride into manhood.

"There, mother! Don't cry any more! Poor, dear little mother," said he, drawing his chair beside hers.

Kind-hearted John Moss! He truly meant it. He fully intended to devote himself to make his mother happy and comfortable. Inexperienced, thoughtless John Moss! He did not know himself. He did not dream that he could be selfish enough to forget his mother's need for his own pleasure. He brought her his first wages, and they went to buy materials for a new suit for him, which he worked far into the night to make up. The second month he wanted a gun. He had been promised one by his father, and now he knew a chance to buy one for "only six dollars." He wearied his mother with arguments till she consented. Her face had grown paler already, from constant confinement at her needle. And six dollars was all she earned by a whole week of steady, hard work. But John did not think of that. She rose early every Monday morning to do the washing for herself and John. She was a delicate little woman, and washing was hard work for her. Biddy McGuire would do it many weeks for six dollars, as she had always done when John's father was alive. But John did not think of that.

"Perhaps I can shoot a squirrel for dinner, now and then," said he.

She did say then: "Six dollars would buy meat for a good many dinners, John."

But he bought the gun, and she smiled patiently at his enthusiasm over it, as mothers will, and sewed a little every night that month. The next month John lost his pocket knife, and must have another, and ammunition and a new book left but a trifle for his mother. That month she sewed a stitch in her side. The next month was December, and wood must be bought, and other expenses pressed hard, and John's wages were needed, and she took them reluctantly, feeling that he had yielded them but half willingly. When the wood pile was in the yard, however, the sight of it, and the knowledge that he had paid for it, made him feel quite self-contented. "I am going to saw it all up, as soon as I can get it housed, so it will be out of the way of snow-storms," said he; "I do help you some, don't I, mother? What a big pile it is! I did want those skates of Brigham's, though!"

His mother smiled and sighed, passed her hand on the aching spot in her side, and then made her needle fly fast as ever.

"Don't you think I can have the skates next month? This wood will last a good while. Will there be anything else to buy? His mother thought of the shoes she needed even now, of the nearly empty flour barrel, of approaching taxes, and of the many, many stitches that must be set to meet these demands, and others that were continually arising, and replied, "I don't know. I fear we shall need all we can earn through the winter. Boots are of more consequence than skates, and yours will soon be worn out."

"Oh, these'll last ever so long!" said John, giving the chair a thump with his best boot, that made his mother start painfully. She had grown weak and nervous lately. "I guess I won't begin to saw the wood to-night. There's enough for to-morrow in the shed now, and I'm tired."

To-morrow came, cold, snowy, and blustering. John was obliged to be off early at the school-house, but promised to come straight home after school, and attack the wood-pile. At four o'clock the last stick of the wood was burned, and the sitting room began to grow chilly. Mrs. Moss went out and scraped up chips to keep the fire till John should come. Five o'clock, and still he came not.

"I shall have to saw off a stick or two, to last till he comes," she said, and went out to the shed. The wind buffeted her. The snow blew in her face, and crept into the holes in her shoes; but she persevered, and dragged one of the heavy sticks into the shed. Slowly and laboriously she pushed the saw up and down, till one stick was off. Then she stopped to breathe and pressed her hand to her side. But one stick would not keep the fire, so she went to work again. Up and down wearily and wearily now, till, suddenly, the dreadful stitch in her side that hurt her, seemed to break, and she fell down, the blood flowing from her mouth.

John found her there a little later, chilled, fainting, half-dead. The doctor did all he could; the neighbors watched, and nursed, and helped; John was all assiduity, all tenderness and self-sacrifice now; but there was no help for the poor little mother. She died blessing him; calling him dear, kind boy, and praying for his welfare. John has had twenty-seven years, since, in which to remember, with regret and self-reproach, how little he helped his mother.—*Scholar's Companion*.

Pompeii's 18th Centennial.

Pompeii, 1,800 years ago last summer, was a small city of some 12,000 to 20,000 inhabitants, having been badly shattered by two earthquakes in the year 63. It had not fully recovered from the blow when Vesuvius suddenly resumed its ancient volcanic action, and buried the ill-fated city in a prodigious shower of hot ashes and scorie some 15 feet deep. Imagination labors in vain to realize the horrors of that day and night of fiery tempest, even with the aid of the graphic letters of Pliny the younger to Tacitus; the ground heaving under a long continued earthquake, the sea tossed to and fro, the heights covered with a black and portentous cloud riven by fire more terrible than lightning, the mass soon settling down on land and sea; then the ashes falling so fast that people had to beatir themselves or be buried alive. The mass of the people escaped with their most valued treasures, but the buried city was soon forgotten, and rested undisturbed until 1748; when, in sinking a well on the spot, several statues and other relics were brought to light and stimulated public curiosity. Excavations were commenced and have continued, with more or less zeal, the Italian government since 1861 having devoted a liberal sum yearly to the work. At present the best half of the city has been uncovered, but seventy years more will be needed to open the remainder, unless more rapid progress is made.

The streets are narrow, paved with large and irregular stone blocks fitted to each other, with three or four huge stepping-stones at crossings; the houses of stone, not over two stories high, with flat wooden roofs, which were crushed and carbonized under the hot and heavy mass precipitated upon them and filling every crevice. Wood, cloth, grain, and all such articles have perished, but many household implements in metal and terra-cotta ware, bronzes, statues and the mosaics and frescoes on the walls of apartments are comparatively unharmed.

The city looks strange with its uncovered forum and marketplace, its theatre, and amphitheatre with seats for 10,000 spectators, its temples to Jupiter, Venus, Mercury and Isis, its public baths, triumphal arches, fountains worn by the lips of many thousands, saloons with customers' scores on the wall not yet paid, bake-shops and private dwelling, some of them evidently homes of luxury, the walls adorned with graceful fresco-paintings in fast colors, and on the stone floors here and there a ring, a bracelet, a few coins, a bronze or marble statuette, or, the owner's skeleton—for several hundred human forms have been found, some of them belonging to heroic souls that would not desert the post of duty, some to timid and helpless people, others apparently to robbers unable to escape with their spoils. The museums contain, among a vast number of recovered articles, numerous plaster casts of these unfortunates, formed in the mould made by the ashes that enveloped them in their prime of life, in various attitudes of agonized struggle and exhaustion.

It was in August 24, in the year 79, in the reign of Titus, not a decade after the destruction of Jerusalem, that Pompeii was buried; but the celebration of the 18th centennial was deferred for one month, on account of the heat. Sept. 24th, accordingly, 7,000 or 8,000 invited guests visited the ruins, assembled in the Basilica adjoining the vast forum—half a court

of justice and half market-place—listened to an address by Prof. Ruggiero, director of excavations, and to two appropriate Latin poems, and then witnessed the uncovering of ten apartments from which most of the superincumbent debris had already been removed. Seven skeletons were discovered, figures in marble and bronze, vases and coins, glass beads, a dagger and knife with ivory handles, small bells, bottles, knives, forks, brooches, a large metal mirror and several other articles of furniture, including some which we think of as "modern inventions." One apartment was that of a bird-fancier, with various remnants of cages, seeds and the skeletons of birds which no one then had time or thought to let loose.—*Christian Weekly*.

Lost on the Amazon.

The most remarkable voyage down the Amazon river was made by a woman, Madame Godin des Adonnais, wife of one of the French commissioners, who started to join her husband in Cayenne by going down the Amazon. She embarked at Canelos, on the Borbonaza, a tributary, with a company of eight persons, two, besides herself, being females. On the third day the Indians, who conducted their canoe deserted; another Indian, whom they found sick in a hovel near the bank, and employed as pilot, fell from the canoe in endeavoring to pick up the hat of one of the company, and was drowned. The canoe, under their own management, soon capsized, and they lost all their clothing and provisions. Three men of the party now started for Andoa, which they supposed themselves to be within five or six days of, and never returned. The party left behind, now consisting of the three females and two brothers of Madame Godin, lashed a few logs together and attempted again to navigate; but their frail vessel soon went to pieces by striking against the fallen trees in the river. They then attempted to journey on foot along the banks of the river, but finding the growth here too thick and tangled for them to make any way, they struck off into the forest in hopes of finding a less obstructed path.

They were soon lost; despair took possession of them, and they perished miserably of hunger and exhaustion. Madame Godin, recovering from a swoon, which she supposes to have been of many hours' duration, took the shoes from her dead brother's feet and started to walk, she knew not whither. Her clothes were soon torn to rags, her body lacerated by her exertions in forcing her way through the tangled and thorny undergrowth, and she kept constantly in a state of deadly terror by the howl of the tiger and the hiss of the serpent. It is wonderful that she preserved her reason. Eight terrible days and nights did she wander alone in the howling wilderness, supported by a few berries and bird's eggs. Providentially she struck the river at a point where two Indians (a man and a woman) were just launching a canoe. They received her with kindness, furnished her with food, gave her a coarse cotton petticoat, which she preserved for years afterwards as a memorial of their goodness, and carried her in their canoe to Andoa, whence she found a passage down the river and joined her husband. Her hair turned gray from suffering, and she could never hear the incidents of her voyage alluded to without a feeling of horror that bordered on insanity.—*Scholar's Companion*.

Another Smart Parrot.

A physician of Montgomery, Ala., owned a parrot which was the pride of the county. The negroes used to say, "Bress the Lord! dat 'ar bird got white folks' sense!"

The doctor was frequently called out at night by some one's "halloo" at the front gate. Polly learned this, and one night when the doctor answered a shrill "halloo" by coming to the door and asking what was wanted, Polly answered from a bunch of rose-bushes,—

"He! hi! ha! I fool the doctor that time; hi! he! ha!"

Polly received a sound thrashing for this trick and was quite sullen for a week or so, when one dark, rainy night the doctor woke up to hear some one at the gate repeating his "halloo," frequently. Going to the door he asked who was there. From the top of a tall Lombardy poplar the parrot screamed out in fiendish glee,—

"Ha! ha! ha! You can't catch Polly this time. You can't, you can't, you can't."

All the doctor's persuasive arts were called into requisition to get the parrot down from her high perch, but she could not be deceived, coaxed or flattered into doing as he commanded or intreated her. She resolutely kept her perch all night in the rain, and waited until he started off next morning on his daily round before she ventured down. The doctor had a little boy aged about two years, for whom the parrot formed a strong attachment. Warren was the child's name, and by-and-by he fell sick. The parrot moped around and appeared to be quite melancholy. At times, when the child was left alone for a few moments, Polly would hop up on the edge of the cradle, and, spreading out her wings, she would vibrate them like fans, and ask as she had heard the nurse ask,—

"Poor baby. Baby want water? Baby sick? Baby hungry? Poor baby. Polly so-o-o sorry."

Finally the child died, and the parrot slunk away for the two days preceding the funeral, and for two days was neither seen nor heard. On returning from the cemetery, the family met her, waddling along in the middle of the road, repeating to herself in the tenderest and most mournful manner:

"Where's little Warren? Poor baby? Baby sick? Baby want water? Poor baby. Polly's so sorry."

She was picked up and taken back home, but never spoke another word until the day of her death, when she cried out, "hawks, hawks," and the next minute was whisked away in the talons of a monstrous chicken hawk that had been watching for an opportunity to carry her off for several hours.—*Scholar's Companion*.

The Lost Well.

In the Sahara Desert only a few wells are found; they are looked upon with reverence as the gift of God. It is not as some suppose a vast flat region, but interspersed with mountains; rocks of vast size are as common as sand. No country is so difficult to traverse, for there are no landmarks; the only trace a caravan leaves is the bones of the horses or camels that die by the way. Those who travel the desert carry water and food to last them from well to well; and if they lose the route they all usually perish.

An old legend tells us that a certain tribe had found a well among the mountains, and around it they lived in perfect happiness. The summer months they passed on the banks of the Nile. It was so curiously hidden that it was impossible to find it except in this way:—One of the tribe stayed all summer there and on a certain day watched for the return of the others; they having arrived at a certain white camel-shaped mountain, made a fire and the watcher seeing this built one on his mountain, thus were they guided to the oases.

At one time the tribe returned and built a fire but no response was elicited; they waited, they sought for the path, but all in vain, and they were obliged to return to Egypt, losing from hunger and thirst a very large number of the tribe—the secret of the approach to the well had disappeared; it existed only in tradition.

Nearly a hundred years passed, and a young man having escaped from the oppressions of the chief made his way into the mountains. He traveled three days in search of a well, wandering among the valleys; finally he was obliged to ascend a mountain of dazzling whiteness. He remembered the tradition—it was shaped like a camel. Looking there he descried in the far distance what looked like the green tops of some palm trees. Towards these he pressed almost overcome with heat, thirst and weariness. It was a beautiful spot; the palm trees had grown luxuriantly and tall; only an aged man resided here, surrounded with a species of antelope. He was the watcher who had been left. He had been unable to build the fire having fallen from the rocks. Nor could he find the way out. Since then stones have been set up to mark the way.—*Scholar's Companion*.

Advice to City Boys.

The Rev. Washington Gladden thinks that boys who are brought up in the city do not turn out as well as country boys. He gives in St. Nicholas some advice that all the COMPANION boys who live in cities should read carefully:—"There is your every-day school work, to which some of you might give a good deal more time, with great profit. If you will take the studies that you like least, and go at them with the determination to master them—if you will put yourselves right down to the disagreeable parts of your school work with steady patience and hold yourselves to them till they are thoroughly done, you will get in such victories as these a discipline of will that is almost as good as you would get in hoeing a stony potato-field. Besides, there are lines of reading or of study that you could take up in connection with your school work in which you would find the best kind of discipline. If the boy who now spends almost all his afternoons in the park, or visiting boy-friends, and almost all his evenings at his club, or at the music hall, and who fills in the intervals of leisure with Fireside Library stories, will make up his mind to give at least two solid hours of every day to the reading of some instructive book—doing it of his own accord, doing it thoroughly, not fooling around two hours with the book in his hand, but holding his attention right to it, whether he is specially interested in it or not, till he comprehends it, and fixes it in his mind—that will prove to him a most valuable training. The boy who can do a thing like this can make a man of himself. He is not the chap to be elbowed off the track by country boys, nor by anybody else."

THE TEACHERS' INSTITUTE is an admirable monthly publication for the wide-awake teacher.—*Teachers' Journal*.

HORSFORD'S ACID PHOSPHATE acts with decided benefit in cases of innutrition of the brain from abuse of alcohol.

In the March number, we published an article on "Amber" from the *American Naturalist*, without giving due credit to this valuable journal. We mark an article in an exchange, or book and at its close write "credit;" this is understood by the compositor—unless he happens to be a new one, as in this case.

Borax Soap.

In the advertisement for soap in another column our readers will remember that Mr. Johnson the Petantee, is a zealous chemist; and in the light of chemistry he has carefully studied the medicinal properties of the ingredients, which he has mingled in its manufacture. He has applied Borax and oatmeal to the manufacture of soap. Forthwith the shops advertise "Pure Borax" for washing purposes. He has mixed Iodine and Bran in a soap for washing the feet. Then we see the magic effect of the composition in the cure of corns, bunions, and tender feet. There is no better, or purer soap than these varieties sold by Mr. Gill, and made by Mr. Johnson's methods.

WHAT A TELEPHONE DID.—An Indian who was suspected of stealing some horses was brought to a telephone and told that the "Great Spirit" would talk through it. The Indian was astonished at the command to "give up those stolen horses," and tremblingly, promised if his life was spared he would restore the horses—and he did so.

The Greatest Blessing.

A simple, pure, harmless remedy, that cures every time, and prevents disease by keeping the blood pure, stomach regular, kidneys and liver active, is the greatest blessing ever conferred upon man. Hop Bitters is that remedy, and its proprietors are being blessed by thousands who have been saved and cured by it. Will you try it? See another column.—*Eagle*.

COMMERCE OF NEW YORK.—There was an increase of 2,321 arrivals of vessels at this port over that of last year. In 1878 the United States led in the number of sailing vessels from foreign ports.

Farmers Get Fooled

when they buy Butter Powders and colored salts, and big bottles of cheap coloring stuff, if they expect to get as good a Butter Color, as the Perfected Butter Color made by Wells, Richardson & Co., Burlington, Vt. The others have tried to imitate the excellence of this, the original color, but have wholly failed. Farmers should use only the "Perfected." Sold by Druggists and Merchants generally.

A VERY curious number, 142,857, which multiplied by 1, 2, 3, 4, 5 or 6 gives the same figures in the same order, beginning at a different point, but if multiplied by 7 gives all nine:

142,857x1—142,857.
142,857x2—285,714.
142,857x3—428,571.
142,857x4—571,428.
142,857x5—714,285.
142,857x6—857,142.
142,857x7—999,999.

D. APPLETON & Co. have on exhibition a monster petition, containing over 44 feet of names, that was sent to the Board of Education in Little Rock, Ark., asking for the adoption of their popular Series of Readers in the public schools of the city. That the petition was not longer is said to be because there were no more citizens to sign it. This shows that the books will have a cordial reception there. They deserve it.

THE CROPS of 1879 are said to be an increase of \$415,000,000 upon those of the year before.

CHILDREN should never be stupidly joked at when they blunder in answering a question.

Keep your bowels and kidneys in healthy state by the use of Kidney-Wort.

FAST HORSES.—The largest sum ever paid for a horse in England was close on to \$72,000.

An excellent paper for teachers is the N. Y. SCHOOL JOURNAL, published weekly by E. L. Kellogg & Co. They also published THE SCHOLAR'S COMPANION, which contains original and valuable features making it one of the best of educators.—*The Voice*.

BRAIN AND NERVE FOOD. VITALIZED PHOSPHATES.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to infant and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

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"Well-a-day! That is remarkable! I will go this day and get some for my poor George—I know hops are good."—Salem Post.

A WASP'S STRATEGY.—Mr. Seth Green says that one morning, when he was watching a spider's nest, on the side opposite the opening. Creeping noiselessly around toward the entrance to the nest, the wasp stopped a little short of it, and for a moment remained perfectly quiet. Then reaching out one of his antennae, he wriggled it before the opening and withdrew it. This overture had the desired effect, for the boss of the nest, as large a spider as one ordinarily sees, came out to see what was wrong and to set it to rights. No sooner had the spider emerged to that point at which he was at the worst disadvantage, than the wasp, with a quick movement, thrust his sting into the body of his foe, killing him easily and almost instantly. The experiment was repeated on the part of the wasp, and when there was no response from the inside he became satisfied, probably, that he held the fort. At all events, he proceeded to enter the nest and slaughter the young spiders, which were afterward lugged off one at a time.

Given up by Doctors.

and I feel miserable" said a hard-working man. The doctor questioned him and found that he had been habitually constive for years, that now his kidneys were disordered and his whole system deranged. Kidney-Wort was recommended and faithfully taken and in a short time every trouble was removed. The cleansing and tonic power of this medicine on the bowels and kidneys is wonderful.

Chromo Printing by Hand.

Our own fixed belief (after much use) of the excellence of the Electrograph, for both color and plain works, is being fully sustained everywhere. The manager, Col. Redington (himself a College Graduate) has had in his employ some of the best chemists in America, and has kept the Electrograph absolutely unrivaled. Sympathizing fully in the teacher's work, and believing in the nimble sixpence rather than the slow shilling, he makes offers to teachers which they cannot afford to ignore. His advertisement to-day refers to the appreciation teachers are showing. One of the prominent School Commissioners near enough N. Y. City to have explored the entire market frequently and thoroughly, has just ordered at one time for his teachers fifty-three Electrographs, because they were the best and the cheapest to be found anywhere.

Bargains in Books.

Appleton's and Johnson's Cyclopedias, also New Britannica at reduced rates. Any work published furnished at liberal concessions from publisher's prices. All persons desirous of buying books to advantage will find it greatly in their interest to address undersigned.

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